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| ***Formal Writing Assignment Scoring Rubric*** | | | | | |
| **Point Value/Proficiency Level** | **40 Advanced** | **30 Proficient** | **20 Basic** | **10 Below Basic** | **0** |
| **Content**  *The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations.* | Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas | Sufficiently developed content with adequate elaboration or explanation | Limited content with inadequate elaboration or explanation | Superficial and/or minimal content | Assignment not submitted |
| **Written Communication** | **4** | **3** | **2** | **1** | **0** |
| **Focus**  *The single controlling point made with an awareness of task (mode) about a specific topic.* | Sharp, distinct controlling point made about a single topic with evident awareness of task | Apparent point made about a single topic with sufficient awareness of task | No apparent point but evidence of a specific topic | Minimal evidence of a topic  Incoherent | Assignment not submitted |
| **Organization**  *The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion. APA style is utilized correctly unless its use is specifically waived by the instructor.* | Sophisticated arrangement of content with evident and/or subtle transitions. In sections of the assignment specified in assignment instructions,\* APA style is utilized with 0 errors | Functional arrangement of content that sustains a logical order with some evidence of transitions. In sections of the assignment specified in assignment instructions,\* APA style is utilized with 1 to 4 errors | Confused or inconsistent arrangement of content with or without attempts at transition. In sections of the assignment specified in assignment instructions,\* APA style is utilized with 5 to 8 errors | Minimal control of content arrangement. In sections of the assignment specified in assignment instructions,\* APA style is utilized with 9 or more errors | Assignment not submitted |
| **Style**  *The choice, use of arrangement of words and sentence structures that create tone and voice.* | Precise, illustrative use of a variety of words and sentence structures to create consistent | Generic use of variety of words and sentence structures that may or may not create writer’s voice and tone | Limited word choice and control of sentence structures that inhibit voice and tone | Minimal variety in word choice and minimal control of sentence structures | Assignment not submitted |
| **Conventions**  *The use of grammar, mechanics, spelling, usage and sentence formation.* | Evident control of grammar, mechanics, spelling, usage and sentence formation | Sufficient control of grammar, mechanics, spelling, usage and sentence formation | Limited control of grammar, mechanics, spelling, usage and sentence formation | Minimal control of grammar, mechanics, spelling, usage and sentence formation | Assignment not submitted |

**Total Score \_\_\_\_\_\_\_\_\_\_/56**

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| **Formal Quantitative Reasoning Scoring Rubric** | | | | |  | Pts.  Earned |
| **Proficiency Level** | **Advanced (4 points)** | **Proficient (3 points)** | **Basic (2 points)** | **Below Basic (1 point)** | **No Credit** |
| **Data Presentation** | Data▲ are summarized in a “well-formed” ◄ manner and visually presented so that it is meaningful ►and obvious; presentation has no errors according to APA specifications▼ | Data▲ are summarized in a “well-formed” ◄ manner interpretable with narrative explanation; presentation includes up to 2 errors according to APA specifications▼ | Data are visually presented but organization of data unclear; presentation includes more than 2 -3 errors according to APA specifications▼ | Data are visually but organization of data unclear; presentation includes more than 3 errors according to APA specifications▼ | Assignment not submitted |  |
| **Proficiency Level** | **Advanced (16 points)** | **Proficient (12 points)** | **Basic (8 points)** | **Below Basic (4 points)** |  |
| **Interpretation**  ***(For review of data-based articles)*** | Narrative text accurately corresponds to data as presented; trends correctly identified; implications of results (including statistical significance, if applicable) are insightful and thorough    *Confirms or challenges author(s’) interpretation with and alternative interpretation of data provided by author(s);* *provides support for position from additional reading in professional literature* | Narrative text accurately corresponds to data as presented; thorough analysis of most data; identifies some correct trends  *Confirms or challenges with alternative explanation interpretation of data provided by author(s);* *provides example from professionally relevant experience* | Narrative text accurately corresponds to data as presented; few implications of results are attempted, or not fully supported by data  *Identifies interpretation of data provided by author(s);* *provides hypothetical example of how information may be applied in professional work* | Narrative text does not correspond to data; implications of results are only reiteration of data results  *Identifies interpretation of data provided by author(s)* |  |
| **Proficiency Level** | **Advanced (40 points)** | **Proficient (30 points)** | **Basic (20 points)** | **Below Basic (10 points)** |  |
| **Application** | Correctly and appropriately explains application of data (e.g., correct diagnoses and appraisals) to inform decisions about design of future action or solve problem(s) and makes specific recommendations for future action | Correctly applies data (e.g., correct diagnoses and appraisals) to inform decisions about design of future action or solve problem(s); makes general recommendations  for future actions | Demonstrates superficial understanding that data are used to make decisions (e.g., make diagnoses or appraisals); recommendations are not logically linked to data and interpretation | No evidence of linkages among data, data interpretation, application of data to problem solving or recommendations |  |

▲Data: recorded facts gathered from direct observation or experimentation

◄Well-formed: data clustered together with correct form, construction, composition or structuring

► Meaningful: data that become useful information when organized for analysis, to reason, or make decisions

▼ See APA Manual for formats addressed by this statement in the rubric (e.g., tables, graphs, etc.) This statement does not apply to visual presentations of data not addressed in the manual.

**Total Score\_\_\_\_\_\_\_\_\_\_/60 points**

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| ***Formal Oral Presentation Scoring Rubric*** | | | | | |
| **Points/**  **Proficiency** | **40 Advanced** | **30 Proficient** | **20 Basic** | **10 Below Basic** | **0** |
| **Content** | Topic well developed; introduction draws the audience into the presentation with compelling questions or by relating to the audience's interests or goals; body of information shows extensive preparation; effectively supported by relevant examples or data; conclusion summarizes key points and includes example of student’s personal experience(s) | Topic adequately developed; introduction is clear and coherent; body shows preparation with inclusion of supporting materials; conclusion generated some analysis of key points and includes example of student’s personal experience(s) | Topic somewhat developed; introduction does not create a strong sense of what is to follow; body may have few supporting details, or may be overly detailed or incomplete; conclusion generates little analysis of key points; does not include example of student’s personal experience(s) | Topic limited in development; weak introduction lacking in structure, does not create a strong sense of what is to follow; body may have few supporting details, or may be overly detailed or incomplete; conclusion lacks analysis and does not include example of student’s personal experience | Assignment not submitted |
| **Oral Skills** | **4** | **3** | **2** | **1** | **0** |
| **Organization** | well-structured; material focused and ordered to make a unified point or effect | adequately structured; material ordered to make a general point or effect | somewhat structured; material is thematic, but point unclear | lacks structure; speaker provides little or no focus or order to the material | Assignment not submitted |
| **Flow/**  **impromptu responses to questions** | addresses questions carefully and thoroughly, integrating evidence and additional information in responses | adequately addresses questions | somewhat able to appropriately address questions | limited ability to appropriately address questions | Assignment not submitted |
| **Delivery** | Voice, facial expression, body movements effectively and consistently engage listeners and supports | Voice, facial expression, body movements engage listeners and supports | Voice, facial expression, body movements sometimes engage listeners or | Voice, facial expression, body movements ineffective in engaging listeners or | Assignment not submitted |
| **Language** | Word choices clearly demonstrate an awareness of the listeners; language is deliberately chosen to aid the listeners’ understanding and is appropriate for age, education, and background knowledge of the listeners | Word choices demonstrate an awareness of the listeners; language is consistent and seems generally appropriate to the listener’s understanding of the subject | Word choices indicate an awareness of the listeners; although the vocabulary is appropriate, the language seems chosen more for the speakers convenience than the listeners’ understanding | Word choices fail to reflect an awareness of the listeners, because either the vocabulary of the reference to the listeners is inconsistent or inappropriate. | Assignment not submitted |
| **Visual Materials** | visual materials are attractive; excellent in supporting and enhancing the presentation | visual materials neat and organized; adequately support presentation | visual materials basic; somewhat support points in the presentation | visual materials lack polish; do not support points in the presentation | Assignment not submitted |

**Total Score \_\_\_\_\_\_\_\_\_\_/60 points**